

# First and Second Year Selective Course Descriptions 2012-2013 Academic Year

## ***ANATOMY ACADEMY***

This program provides an opportunity for medical students to teach fifth graders about healthy lifestyle choices and physical exercise from a medical perspective and in an interactive organ-based format. These interactive sessions have been designed for medical students to teach Stella Middle Charter School fifth graders about long-term healthy habits in nutrition and physical activity using the "Anatomy Academy" curriculum. Medical students will make presentations and elicit interactive discussions in the fifth grade classrooms using anatomy organ models and various creative measures.

Anatomy Academy is comprised of seven sessions. The sessions are as follows: Introduction/Musculoskeletal, Heart, Lungs, Oral Cavity, Gastrointestinal, Senses, Brain/Wrap-up. Each of these sessions gives medical students the opportunity to review their anatomy and physiology, enhance their ability to teach medical concepts to a non-health profession population, reflect on their teaching styles and improve their teaching methods, and practice presentation skills, as they will have to engage a young audience.

Through the Anatomy Academy experience, fifth grade students will participate in engaging and age-appropriate instruction about nutrition, exercise, and physiology. A key component of Anatomy Academy is exposing elementary students to organs, models, and virtual material to increase their understanding of the reasons why nutrition and physical activity are important.

**Objectives:** By the end of the course, medical students will be able to:

- Learn a curriculum and adapt it to his or her own teaching style
- Learn to teach complex medical concepts at a fifth grade level
- Learn and teach public health obesity prevention methods
- Provide community service and help fill the gap created by health and physical education cuts in schools
- Learn lessons in community partnership and teamwork

**Teaching Methods:** Discussions, Clinical/Community Experience

**Course Chair:** Jonathan Wisco, Ph.D., Associate Professor in the Division of Integrative Anatomy, Department of Pathology and Laboratory Medicine. He is Director of the Laboratory for Translational Anatomy of Degenerative Diseases and Developmental Disorders and Associate Director of Division of Integrative Anatomy Research Activities.

**Faculty Sponsor:** Paul Wimmers, Ph.D.

**Student Requirements:** Appropriate attendance to selective sessions, willingness to learn the Anatomy Academy curriculum, mobility to travel to Stella Middle Charter Academy (12 miles from UCLA) to teach Anatomy Academy sessions.

**Enrollment:** Maximum of 15 students, Minimum of 5 students

**Sponsoring College:** Applied Anatomy College

**Schedule:** 1:15 – 3:15 p.m. Mondays, Session A starting 9/10/12 and Session B starting 1/7/13

**Location:** UCLA and Stella Middle Charter Academy (12 miles from campus)

***New Selective***

## ***ANATOMY AND DISSECTION OF HUMAN CADAVERS***

This course will consist of brief anatomy reviews and will focus mainly on hands-on dissection techniques and activities. The bulk of the dissection activity will be on embalmed human cadavers and will include the back and shoulder regions, axilla and upper limb, hip and gluteal region, lower limb, and head and neck. Limited dissection of the abdomen and pelvis will be included. Special prosections will be considered including retropharyngeal space prosections, spinal cord prosections and other.

**Course Chairs:** Elena Stark, M.D., Ph.D. Professor, Anatomy Thread Chair, and Director of the Integrated Anatomy Division, Department of Pathology and Laboratory Medicine at UCLA

**Additional Faculty:** Stephen Schettler, Ph.D. and James Lister Ph.D., Assistant Professors, Department of Pathology and Laboratory Medicine at UCLA

**Format:** Discussions and Lab Experience

**Enrollment:** Maximum of 12 students, Minimum of 4 students. Open to 2<sup>nd</sup> year students only.

**Sponsoring College:** Applied Anatomy College

**Schedule:** 1:30 – 3:30 p.m., 7 Monday afternoons, Session B starting 1/7/13

**Location:** 73-167 CHS

***New Selective***

## **ANATOMY, RADIOLOGY AND YOU!**

A correlation of clinically relevant gross and radiographic anatomy and their applications to common clinical problems.

**Objectives:** By the end of the course, students will be able to:

- Correlate pertinent gross anatomic structures with their radiological imaging counterparts
- Understand the indications, strengths and limitations of current radiology modalities
- Apply the knowledge of normal gross and radiological anatomy to the identification of anatomic alterations caused by common pathologic processes.
- Apply this information to the diagnosis of common clinical problems, using a case-based teaching approach.

**Course Format:** Interactive sessions designed to identify clinically important anatomic structures utilizing models and selected cadaver demonstrations. Presentations of selective radiological images to illustrate these gross anatomic structures as “virtual anatomy”. Interactive discussions on the various radiological modalities including conventional radiography, CT, MRI, ultrasound, and Nuclear Medicine/PET, including their current uses in clinical medicine. Demonstrations and discussions of how disease processes alter radiological anatomy. Case-based presentations of common clinical problems with anatomical and radiological correlation.

**Course Chairs:** Michael I. Zucker, M.D. (“dr Z”) and Elena Stark, M.D., Ph.D. Dr. Zucker is Professor Emeritus of Clinical Radiology on Recall and teaches in all four years of the David Geffen School of Medicine at UCLA. Dr. Stark is Professor, Anatomy Thread Chair and Director of the Integrated Anatomy Division, Department of Pathology and Laboratory Medicine at UCLA.

**Additional faculty:** Additional Faculty from the Integrated Anatomy Division.

**Student Requirements:** Case presentation

**Enrollment:** Maximum of 20 students, Minimum of 10 students.

**Sponsoring College:** Applied Anatomy College

**Schedule:** 1:00 – 3:00 pm, Mondays, Session A Starting September 2012

**Location:** 73-167 CHS

**Last Year’s Evaluations:**



## **BOOSTING DECISION MAKING SKILLS UNDER PRESSURE**

This course focuses on boosting your ability to perform and make decisions under pressure. In today's world, we are increasingly being asked to shoulder more responsibility and greater workloads while feeling beholden to greater expectations and demands. But often there is little training offered in how to manage these demands - particularly under stressful conditions. Unfortunately for many individuals, performance suffers under these types of conditions. Making the right call at the right time under duress can make the difference between who gets well and who does not.

This course will cover the following topics:

1. Learning how to use Self-Hypnosis, Meditation, and cognitive tools to better manage fear, stress, sleep, and/or pain -- all of which influence decision making under pressure.
2. Examine how fear and being uncomfortable play a major role in decision-making.
3. Explore how higher-order problem-solving ability is undermined by dysregulated limbic activation. You'll learn how to improve cerebral regulation while also learning how to recondition limbic response related to fear and anger.
4. This course is both didactic and experiential. Hypnosis, Meditation, conditioning, and cognitive strategies will be major vehicles in this course for improving decision making skills under pressure.

**Course Chair:** Marc Schoen, Ph.D., is an Assistant Clinical Professor in the School of Medicine at UCLA, where he teaches hypnosis in the medical school and conducts research in the field of Health Psychology. He is also on Cedars-Sinai Medical Center's Teaching Faculty in Psychiatry where he teaches hypnosis to the psychology and psychiatry residents and fellows. He was the founder and Director of the Psychoimmune (Behavioral Medicine) Program at Cedars-Sinai Medical Center in Los Angeles. Dr. Schoen and his work have been featured extensively in the Los Angeles Times, as well as The Wall Street Journal, New York Times, and other publications, such as Oprah, WebMD, Fortune, Prevention, Health, Natural Health, Yoga Journal in addition to being interviewed by major television and radio networks. He is the author of *When Relaxation is Hazardous to Your Health*, the pioneering book about The Let Down Effect which deals with why we remain healthy during periods of stress only to get sick after the stress is over. He is also the author of *The Stress Answer*, a hypnosis program for managing stress.

**Teaching Methods:** Discussions, Experience

**Enrollment:** Maximum of 5 students

**Sponsoring College:** Primary Care College

**Schedule:** 4:00 – 6:00 p.m. Mondays, Session B starting 1/7/2013

**Location:** Dr. Schoen's office in Beverly Hills, 864 South Robertson Blvd., Suite 206

***New Selective***

## CARING FOR DIVERSE AND DISADVANTAGED POPULATIONS — TRANSLATING POLICY TO PRACTICE

The goal of this selective is to discuss topics critical to understanding the needs of underserved communities, such as *Financing Care for the Medically Indigent*, *Creating Community Programs*, *Physicians in Politics*, *Health Care Disparity* and more. We have invited speakers from several disciplines to speak about their experiences in providing healthcare to the medically indigent. Students will participate in classroom discussions at the David Geffen School of Medicine at UCLA. Our hope is that the selective will not only stimulate discussion and initiate research on topics presented, but will also foster a humane approach to patient care and complement the medical curriculum. This selective is open to all students.

**Objectives:** Students will:

- Review and analyze major issues pertaining to the health and health care of underserved communities
- Describe and analyze the main health concerns of the disadvantaged population
- Describe how the community/environment impacts health care delivery and treatment options

**Course Format:**

- 1-hour discussions conducted by physicians, students, and other faculty
- 30 minute discussions for students to share readings and discussions on their topics of interest with faculty
- Students are expected to attend each meeting and complete all assignments to pass the course
- Site visits, if schedule permits

**Assignments:** At the beginning of the course, students will be asked to select a health topic of interest that is relevant to underserved communities and in which he/she considers how his/her topic relates to the ideas presented in discussions. Student will also be asked to submit a current news article or journal article that relates to each scheduled discussion in the course. Students will present a brief 3 page paper and discussion of the topic of interest to them.

**Course Chairs:** Daphne Calmes, M.D., Associate Dean of Student Affairs, Charles Drew University and Ronald Edelstein, Ed.D. Dean of Academic Affairs, Charles Drew University

**Student Requirements:** Interest in health policy for diverse communities and willingness to read brief articles & lead discussions & one site visit, if scheduling permits.

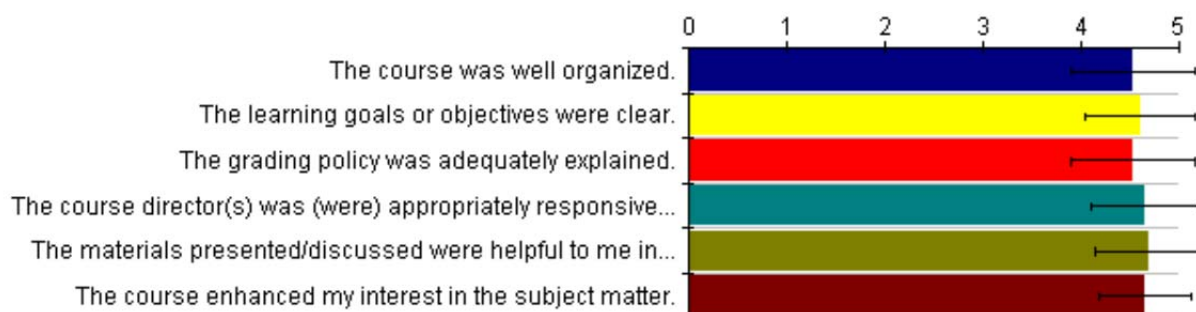
**Enrollment:** Minimum of 7 students

**Sponsoring College:** Urban Underserved College

**Schedule:** 3:30 – 5:30 p.m. Mondays, Session B starting 1/7/13

**Location:** LRC

**Last Year's Evaluations:**



## CASE STUDIES IN ACUTE CARE

This course will teach principles of acute care using case studies from the Emergency Department, ICU, and Anesthesiology clinical settings.

### Objectives:

1. Practice basic procedures commonly performed in acute care settings.
2. Develop an appreciation for the approach to diagnosis and management of patients with various acute presentations, including altered vital signs, chest pain, respiratory compromise, abdominal pain, and blunt and penetrating trauma.
3. Develop an appreciation for the approach to evaluation and management of major trauma patients.
4. Understand the principles of pain management in the acute care setting.

**Course Chair:** Pamela Dyne, M.D., Professor of Medicine/Emergency Medicine, attending primarily in the Olive View-UCLA Department of Emergency Medicine. She is the Director of Preclinical Outreach for UCLA's Acute Care College, as well as the Director of Bedside Ultrasound for the EM at Olive View and UCLA. Dr. Dyne held the position of residency program director for the UCLA/Olive View-UCLA EM residency for 10 years. She is a mother of two school aged children, and enjoys volunteering at their school and cheering loudly during their athletic endeavors.

**Additional Faculty Involved:** Neveen El-Farra, M.D., Professor of Internal Medicine and Marjorie Stiegler, M.D., Professor of Anesthesiology at the UCLA Medical Center.

**Teaching Methods:** Discussions, Problem-based Learning, Simulations & Hands-On Procedure Labs

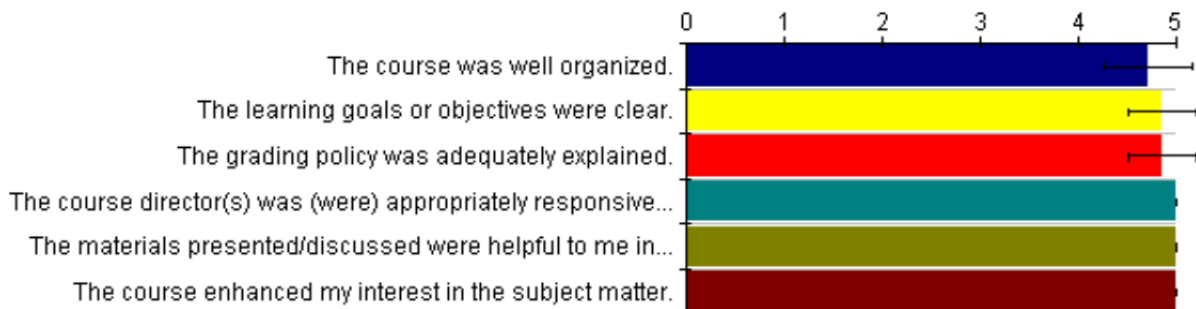
**Enrollment:** Maximum of 20 students, minimum of 10 students

**Sponsoring College:** Acute Care College

**Schedule:** 3:30 – 5:30 p.m. Mondays, Session B starting 1/7/13

**Location:** LRC

### Last year's Evaluations:



## **ETHNIC DIVERSITY IN DIET AND NUTRITION**

Do you know what your patients are eating? How do ethnic foods meet dietary recommendations?

Seven weeks, seven different diets- in this selective you will be sampling Chinese, Mexican, Southeast Indian, Filipino, Southern US, US Fast Food, & Vegan fare and dissecting their nutritional profiles in light of cardiovascular, diabetes, chronic kidney disease and hypertension concerns.

### **Objectives:**

- Learn the nutritional profiles of commonly consumed ethnic dishes.
- Discuss the strengths and weaknesses of these as staple dishes for patients at risk of chronic disease.
- Critically evaluate the diets and how they might be altered in light of American Heart Association, NHLBI, KDOQI guidelines and hypertension prevention dietary recommendations.

**Course Chairs:** Lenore Arab, Ph.D., a professor in the Division of General Internal Medicine and Health Service Research and the Department of Biological Chemistry, is a nutritional epidemiologist whose research focus is the relationship between diet and disease prevention in humans. She established a World Health Organization Collaborating Center in Berlin, and conducted collaborative epidemiologic research in Europe for 14 years, developed a training program in the departments of epidemiology and nutrition when she was at the University of North Carolina and developed the department of Global Epidemiology at Amgen before coming to UCLA. In addition to her research she teaches nutrition to our medical and dental school students.

Eryn Ujita Lee, Ph.D. is a biochemist. She has taught PBL and the biochemistry and nutrition labs to first and second year students for many years. She is passionate about excellence in education.

**Additional Faculty Involved:** Leonard Rome, Ph.D., Professor of Biological Chemistry and Senior Associate Dean for Research at the David Geffen School of Medicine at UCLA

**Teaching Methods:** Discussions

**Enrollment:** Maximum of 10 students, Minimum of 4 students. First-year students only

**Sponsoring College:** Academic Medicine College

**Schedule:** 1:00 – 2:00 p.m. Mondays, Session B starting 1/7/13

**Location:** CTRC Conference Room at UCLA

### **Last Year's Evaluations:**



## ***THE GRAY ZONE: CLINICAL TOPICS REQUIRING CONVERSATION***

An exploration of the changing trends in medicine and how bioethics has shaped our views regarding acceptable medical practices.

### **Objectives:**

By the end of the course, students will be able to:

- Understand the basic concepts, principles, and elements of ethics in medicine
- Apply ethical principles to discussion and analysis of a wide variety of clinical cases
- Understand that ethics is an interdisciplinary subject that spans many contemporary issues in healthcare and research
- Appreciate how an understanding of clinical ethics can lead to improved patient care and professionalism

This selective will alternate group discussions with invited speakers as we change topics on a weekly basis. We will discuss clinically important bioethical dilemmas and concepts through case-based presentations of selected historical cases and current events.

**Course Chair:** Stanley Korenman, M.D., Professor of Medicine, Endocrinology, Diabetes and Hypertension, and Associate Dean for Ethics, David Geffen School of Medicine at UCLA

**Student Coordinators:** MS2s Melody Chung and Brandon Thomas

**Format:** Discussions, Problem-based Learning and Clinical Experience

**Enrollment:** Minimum of 5 students.

**Sponsoring College:** Academic Medicine College

**Schedule:** 3:30 – 5:30 p.m., Mondays, Session B starting 1/7/13

**Location:** CHS

***New Selective***



## THE HEALTH OF LATINO POPULATIONS: RESEARCH AND POLICY

This selective is for students who have a curiosity, a more intense interest, or a need for information about the health of Latino populations. Students will be provided an opportunity to begin to define their curiosity, interests or needs in the area of Latino health by receiving input and feedback from student peers and the instructor. Topics to be discussed include: Latino demographics and American society; the Latino Epidemiological Paradox; Culture, behavior and health outcomes; Immigration, acculturation and health behaviors; Theoretical and policy models used in making policy for Latino populations; Social history of Latino medicine and health in California. Students are encouraged to suggest other topics of interest to them to be discussed in this selective.

**Course Chair:** David Hayes-Bautista, Ph.D., is Professor of Medicine and Director of the Center for the Study of Latino Health and Culture (CESLAC), David Geffen School of Medicine at UCLA. He graduated from UC Berkeley and served as Executive Director of La Clinica de la Raza in Oakland, California while completing his doctoral work at the University of California Medical Center, San Francisco. He was a faculty member of the School of Public Health at the UC Berkeley until 1987, when he joined the faculty at UCLA. CESLAC was established to provide a focus for research and teaching on numerous aspects of the health of Latino populations. His publications include a number of books ranging from *La Nueva California: Latinos in the Golden State* (University of California Press, 2004) to *The Burden of Support: Young Latinos in an Aging Society* (Stanford University Press, 1988). His articles appear in a variety of journals including *Academic Medicine*, *The American Journal of Public Health*, *Family Medicine*, *Archives of Pediatrics and Adolescent Medicine*, *California History* and *Salud Pública de México*.

**Student Requirements:** Lead and participate in discussions

**Teaching Methods:** Discussions

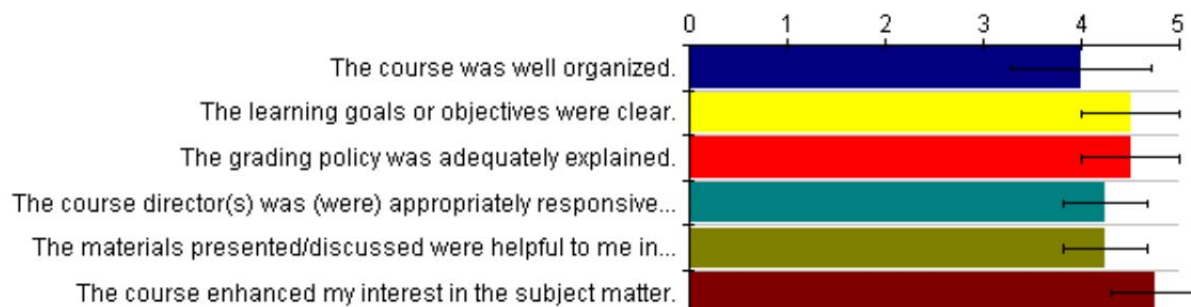
**Enrollment:** Maximum of 10 students

**Sponsoring College:** Urban Underserved College

**Schedule:** 3:30 p.m – 5:30 p.m. Mondays, Session A starting 9/10/12

**Location:** UCLA CESLAC, 924 Westwood Blvd., Suite 200Q

**Last Year's Evaluations:**



## **HEALTH POLICY: WHAT EVERY PHYSICIAN NEEDS TO KNOW**

This course will provide students with an overview of the basic financial and organizational elements of the US health care system, and prepare students to evaluate and discuss policy ramifications of the recent passage of the Patient Protection and Affordable Care Act (PPACA) in 2010. Issues such as managed care, roles of physicians and hospitals, and quality of and access to care will be discussed. Students will learn in detail about the current components of the health delivery system, and learn about the systems used in other industrialized nations who provide universal health care coverage. We will discuss various types of health insurance including private fee for service, Medicare and Medicaid, and HMOs. We will also discuss the pharmaceutical industry, including issues such as cost of drugs, generic products, and patent durations. This class is an exciting addition to the curriculum, and provides critical knowledge regarding caring for patients on a nationwide and global scale.

**Course Chairs:** Sondra Vazirani, M.D., MPH, is a Clinical Professor of Medicine and is a Hospitalist. She is the Director of Preoperative Medicine and Medical Consultation at the WLA VA. She has a Master's in Public Health and has been teaching this selective for over a decade. She chaired the Hospital Efficiency Committee at the VA, and is a physician utilization management advisor. Her research interest is in health services.

**Additional Faculty Involved:** Dylan Roby, Ph.D., is an Assistant Professor of Health Services in the UCLA School of Public Health and Research Scientist at the UCLA Center for Health Policy Research. He teaches courses in health policy and politics, the health care system, and quality and health IT. His research focuses on Medicaid and the uninsured, underserved populations, safety net providers, affordability of health insurance, and health disparities.

Carl Stevens, M.D., MPH, is an Emergency Medicine physician and the Program Director of the UCLA MD/MBA and MD/MPH Combined Degree Programs

**Student Requirements:** 3 brief presentations

**Teaching Methods:** Lectures & Discussions

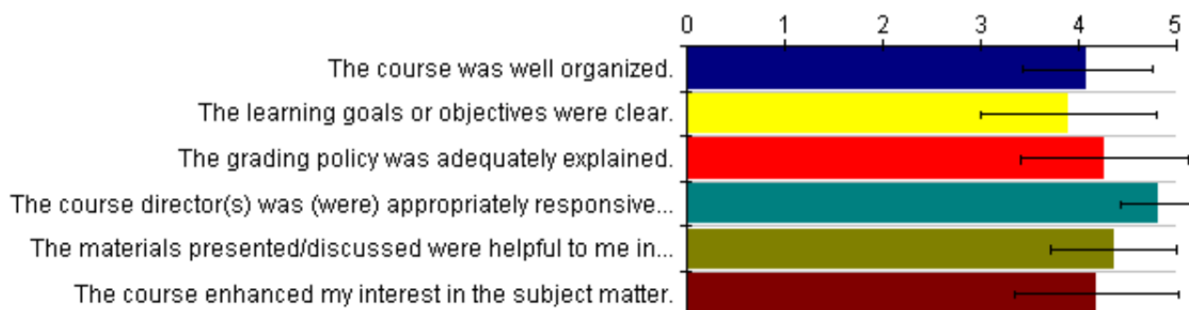
**Enrollment:** Maximum of 13 students, minimum of 6 students

**Sponsoring College:** UCLA MD/MBA and MD/MPH Combined Degree Programs

**Schedule:** 3:30 p.m – 5:30 p.m. Mondays, Session A starting 9/10/12

**Location:** LRC

**Last Year's Evaluations:**



**HEMATOLOGIC ONCOLOGY AND BONE MARROW TRANSPLANT:  
VISITS TO THE LEUKEMIA/BONE MARROW TRANSPLANTATION UNIT**

Introduction to patients with cancer with a special emphasis on Hematological Malignancies. The student will discuss the problems cancer patients confront with respect to body image, to tolerance of treatment, family and financial issues, and mortality. The students will also consider the biology of cancer, and present learning topics on pathophysiology and emerging therapies in Hematologic Oncology.

**Course Chair:** Gary Schiller, M.D., a well-published investigator in leukemia, multiple myeloma, and other hematologic malignancies, as well as in stem cell and bone marrow transplantation. He lectures extensively, and has also written for the popular press. He is Director of the Hematological Malignancy/Stem Cell Transplant Unit at UCLA.

**Student Requirements:** To prepare short oral presentations on topics of Leukemia and Bone Marrow Transplantation as they arise in our clinical experience

**Teaching Methods:** Discussions and clinical experience

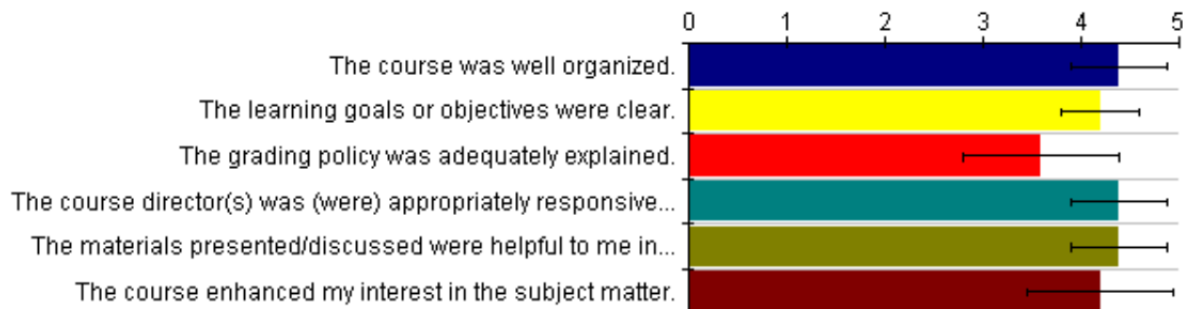
**Enrollment:** Maximum of 6 students

**Sponsoring College:** Academic Medicine College

**Schedule:** 3:30 – 5:30 p.m. Mondays, Session B starting 1/7/13

**Location:** 42-121 CHS

**Last Year's Evaluations:**



## HOT TOPICS IN NUTRITION AND DISEASE

Which nutrition topics interest you? Gluten and Autism? Psoriasis Diets? Antioxidants and Lung Disease? Anti-Acne Diets? Nutrition and HIV? Childhood Obesity? Supplement Use and Nutrient Excess? Want to be a published author? If so, this is the selective for you. The selective involves writing a 2000 word critical review on a self-selected nutrition research question under the mentorship of research faculty. All research papers approved through the peer review process will be published in **Nutrition Bytes** (<http://repositories.cdlib.org/uclabiolchem/nutritionbytes/>). There have been over 340,000 downloads since 1995.

### Objectives:

- Define a specific question on any topic related to diet and nutrition.
- Effectively and thoroughly search the current research literature to identify studies applicable to the thesis question.
- Critically evaluate the scientific literature.
- Develop and refine writing skills in preparation for future application in academic medicine career.
- Write a critical review of the published literature.

**Course Chairs:** Lenore Arab, Ph.D., a professor in the Division of General Internal Medicine and Health Service Research and the Department of Biological Chemistry, is a nutritional epidemiologist whose research focus is the relationship between diet and disease prevention in humans. She established a World Health Organization Collaborating Center in Berlin, and conducted collaborative epidemiologic research in Europe for 14 years, developed a training program in the departments of epidemiology and nutrition when she was at the University of North Carolina and developed the department of Global Epidemiology at Amgen before coming to UCLA. In addition to her research she teaches nutrition to our medical and dental school students.

Eryn Ujita Lee, Ph.D. is a biochemist. She has taught PBL and the biochemistry and nutrition labs to first and second year students for many years. She is passionate about excellence in education and believes that all students must be able to critically review and evaluate medical literature. Students will be able to hone these skills by writing a critical review of a topic in nutrition for publication in *Nutrition Bytes*.

**Additional Faculty Involved:** Leonard Rome, Ph.D., Professor of Biological Chemistry

**Teaching Methods:** Discussions

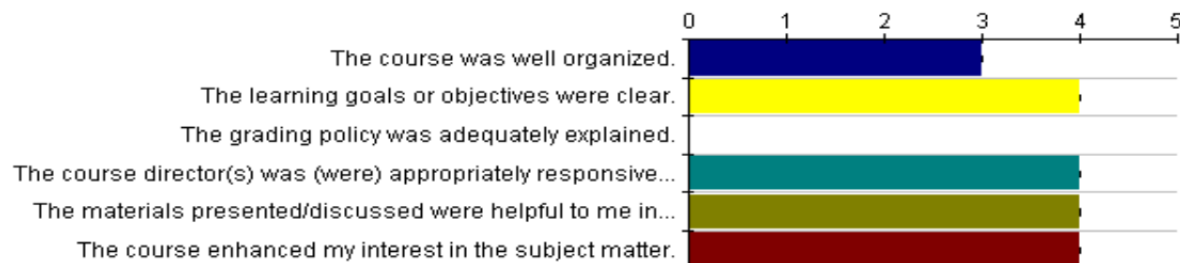
**Enrollment:** Maximum of 10 students, minimum of 1 student

**Sponsoring College:** Academic Medicine College

**Schedule:** TBD on own schedule throughout the school year. Initial meeting will be in September from noon – 1 PM; date to be determined. Final paper due no later than February 19, 2013. Final meeting requirement on February 21, 2013, from noon – 1 PM.

**Location:** 63-127A CHS

**Last Year's Evaluations:**



## HYPNOSIS AND MEDICINE

In this course, you will learn material that is both practical and applicable. It is designed to give you important information as to how the mind affects health, as well as what you can do to enhance the healing process in the patients you will see. You will learn hypnotic skills that can be readily applied in your practice of medicine and to your own health. The following areas will be discussed: (1) How to maximize placebo and positive treatment expectancies in patients; (2) How to use hypnotic and waking state suggestions and phrasing to mobilize healing; (3) Rapid hypnotic inductions for changing physical symptoms. Learn hypnotic techniques for affecting pain, sleep, stress, and relaxation; (4) Stress management for the patient and clinician – hypnotic techniques and self-hypnosis; (5) How to identify Resistance to Health, how to identify secondary gain and what to do about it; (6) Stopping the Let Down Effect, why we get sick after the stress is over (such as weekends, holidays, and vacations) and how to stop it. The format of the course will be lecture, demonstration, and practice. Work outside of class will consist primarily of practicing the techniques and tools demonstrated and discussed in the class.

**Course Chair:** Marc Schoen, Ph.D., is an Assistant Clinical Professor in the School of Medicine at UCLA, where he teaches hypnosis in the medical school and conducts research in the field of Health Psychology. He is also on Cedars-Sinai Medical Center's Teaching Faculty in Psychiatry where he teaches hypnosis to the psychology and psychiatry residents and fellows. He was the founder and Director of the Psychoimmune (Behavioral Medicine) Program at Cedars-Sinai Medical Center in Los Angeles. Dr. Schoen and his work have been featured extensively in the Los Angeles Times, as well as The Wall Street Journal, New York Times, and other publications, such as Oprah, WebMD, Fortune, Prevention, Health, Natural Health, Yoga Journal in addition to being interviewed by major television and radio networks. He is the author of *When Relaxation is Hazardous to Your Health*, the pioneering book about The Let Down Effect which deals with why we remain healthy during periods of stress only to get sick after the stress is over. He is also the author of The Stress Answer, a hypnosis program for managing stress.

**Enrollment:** Maximum of 5 students

**Sponsoring College:** Primary Care College

**Schedule:** 4:00 – 6:00 p.m. Mondays, Session A starting 9/10/12

**Location:** Dr. Schoen's office in Beverly Hills, 864 South Robertson Blvd., Suite 206

**Last Year's Evaluations:**



## **INTEGRATIVE EAST-WEST MEDICINE**

To introduce a patient-centered approach incorporating traditional Chinese medicine as a major representative of complementary and alternative medicine (CAM) traditions in clinical problem-solving.

**Objectives:** By the end of the course, students will be able to:

- Understand the scope of CAM and compare paradigm differences between biomedicine, Chinese medicine, and integrative medicine
- Use reliable resources to learn about herb mechanisms of action, indications, contraindications and interactions
- Develop an appreciation for the mechanisms and applications of acupuncture and identify the location of at least 5 major acupuncture points
- Examine for trigger points to assess pain and non-pain conditions
- Design an integrative East-West self-care plan
- Search the medical literature in the areas of CAM and integrative medicine.

**Course Chair:** Ka-Kit Hui, M.D., F.A.C.P. is the Wallis Annenberg Professor in Integrative East-West Medicine and Founder and Director of the UCLA Center for East-West Medicine at the Department of Medicine of the David Geffen School of Medicine. He is also the Chair of the Collaborative Centers of Integrative Medicine at UCLA. Dr. Hui, a Fellow of the American College of Physicians, is an internationally acclaimed scholar and board-certified in Internal Medicine, and Clinical Pharmacology, with an expertise in Geriatrics. He is a recognized authority on Chinese Medicine and integrative medicine and is bi-lingual in Chinese and English. Dr. Hui founded the UCLA Center for East-West Medicine in 1993, and it was one of the first integrative medicine centers in the United States. He has developed a model system of comprehensive care that is a patient-centered, problem-solving approach emphasizing health promotion, disease prevention, treatment, and is safe, effective, affordable and accessible to all.

**Additional Teachers:** Other faculty members and clinicians at the Center for East-West Medicine

**Student Requirements:** Completion of online modules, attendance during clinic experimental sessions, and a case discussion or specialized topic presentation during final session

**Teaching Methods:** Case discussion, clinic experience with patient interaction, patient testimonial, acupuncture workshop, massage workshop, tai-chi workshop

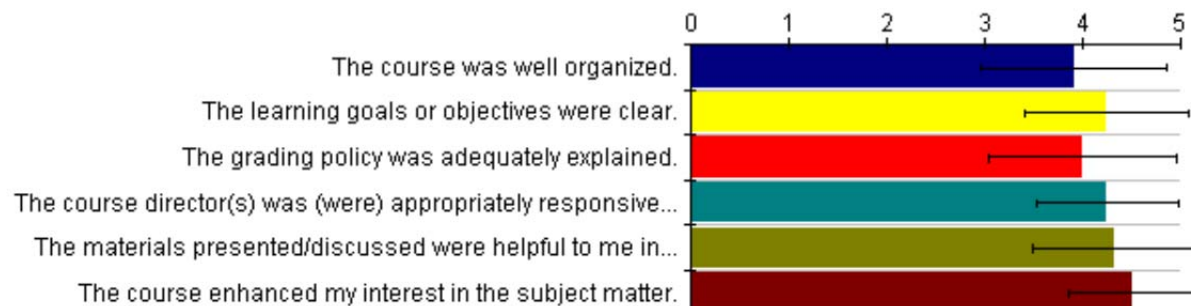
**Enrollment:** Maximum of 16 students, minimum of 8 students

**Sponsoring College:** Primary Care College

**Schedule:** 4:00 – 6:00, Mondays, Session B starting 1/7/13. Three on-site sessions; online modules available between 1/7 – 3/25.

**Location:** UCLA Center for East-West Medicine, 2428 Santa Monica Blvd., Suite 208, Santa Monica, [www.cewm.med.ucla.edu/](http://www.cewm.med.ucla.edu/)

**Last Year's Evaluations:**



## INTRODUCTION TO BIOMEDICAL RESEARCH AT UCLA

This selective consists of approximately 20 oral presentations and discussions on Monday evenings from August 2012 through April 2013. The presentations, given by key faculty and senior MSTP students, will focus on basic, translational, and clinical research. Medical students are required to attend and participate in at least 10 of the sessions. MSTP students are required to attend and participate in all sessions. One research article will be distributed before each meeting to facilitate the discussions. This selective will expose first and second year MSTP students and other medical students interested in research-oriented careers to the diverse range of research opportunities available at UCLA. The breadth of topics provides valuable exposure to research areas that are outside a student's area of expertise, and can help MSTP students and other medical students identify laboratories in which to perform research.

**Course Chairs:** Kelsey Martin, M.D., Ph.D. and Stephen Smale, Ph.D., Co-Directors of the UCLA-Caltech Medical Scientist Training Program. Dr. Martin is a Professor in the Department of Biological Chemistry and Department of Psychiatry and Biobehavioral Sciences. Her laboratory studies synaptic plasticity and signal transduction from the synapse to the nucleus. Dr. Smale is a Professor in the Department of Microbiology, Immunology, and Molecular Genetics whose laboratory studies transcriptional regulation during immune development and during the immune response.

**Teaching Methods:** Discussions

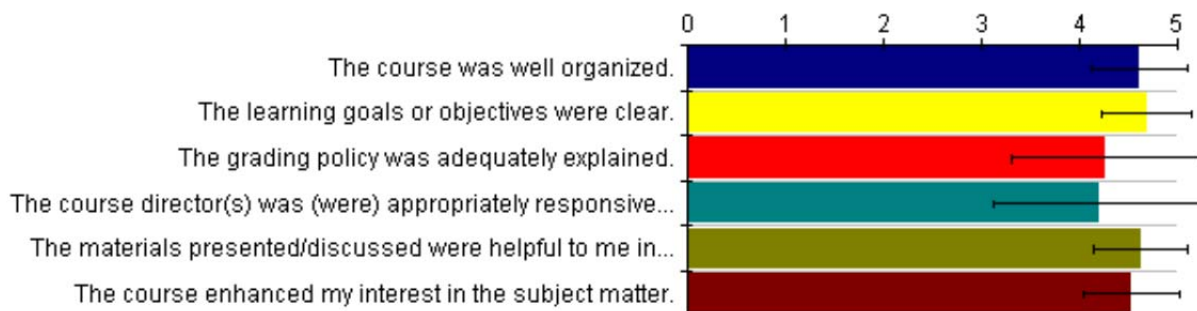
**Enrollment:** Maximum of 30 students. MSTP students are automatically enrolled in this selective and are required to attend all sessions. They will receive Selective credit at the end of Year 2. Non-MSTP students may enroll and must attend at least 10 of the 20 sessions in one academic year.

**Sponsoring College:** Medical Scientist Training Program, Academic Medicine College

**Schedule:** 5:45 – 7:45 pm, Mondays throughout the school year.

**Location:** TBD at UCLA

**Last Year's Evaluations:**



## INTRODUCTION TO SURGERY

Students are offered a hands-on experience that will offer them a glimpse of what it takes to be a surgeon. Sessions will include time in the surgical skills laboratory and the operating room. Students will be taught the principles of sterile technique, operating room etiquette, and will learn basic skills such as scrubbing, gowning, gloving, suturing and knot-tying. In addition, students will have an observational role in the operating room, observing a vast variety of surgical procedures from all surgical specialties. For more information, go to <http://www.cedars-sinai.edu/Patients/Programs-and-Services/Surgery/Surgical-Educational-Programs/Medical-Student-Education/>

**Course Chair:** Shirin Towfigh, M.D. is Director of Medical Student Education in the Department of Surgery at Cedars-Sinai Medical Center. She has a special interest in surgical education and directs the Surgical Skills Simulation Curriculum for the general surgery residency. She is a Board-certified general surgeon in the Division of Minimally Invasive Surgery and is Associate Professor of Clinical Surgery at the Geffen School of Medicine at UCLA.

**Additional Teachers:** Cedars-Sinai Department of Surgery Faculty & Residents

**Teaching Methods:** Discussions, Clinical Experience, and Lab Experience

**Enrollment:** Maximum of 10 students, minimum of 5 students

**Sponsoring College:** Applied Anatomy College

**Schedule:** 2:00 – 4:00 pm, Mondays, Session A starting 9/10/12 and Session B starting 1/7/13

**Location:** Cedars-Sinai Medical Center, Saperstein Tower, Room MS-10 in the Mezzanine.

### Last Year's Evaluations:





## **LEADERSHIP IN HEALTH SYSTEMS INNOVATION**

This class will provide medical students with the framework and foundation that is critical to become future leaders in health care. With the shifting health care landscape in the United States, this training is critical to ensure students will grow to become successful physicians in tomorrow's health care environment. With recent legislation and market dynamics, our Health systems are transforming here at UCLA and across the State and Country. This course aims to introduce students to the nation's most pressing health care issues and equip them with the interdisciplinary tools to help shape and offer innovative solutions.

Through skill-building sessions and discussions with local leaders, students will develop their own leadership skills and receive introductions to change projects they can become involved with.

Through this selective, medical students will gain a deeper understanding of today's health care system and where it is headed in the future. They will learn about the challenges facing healthcare systems and how to apply their leadership skills and interdisciplinary knowledge to help shape solutions.

The US faces overwhelming health care costs, inadequate access to care, a rapidly growing Medicare population, and a consolidating market. At the same time, we are seeing unprecedented opportunities through the increasing availability of data to fuel health system improvements, the creation of national and local payment reform, and the new push for interdisciplinary thinking in medicine.

In response to these major changes, the UCLA Health System is undertaking its own innovations to improve care quality, decrease costs, and improve patient safety and satisfaction. In this course, students will be able to engage with UCLA Health System leaders to explore the university's own efforts in quality improvement, primary care innovation, business analytics, and care coordination for vulnerable patients. Students will also learn about different leadership roles outside of traditional medical practices.

### **Objectives:**

- Provide education on challenges facing the US health care system, as well as innovative solutions to address them
- Support the development of leadership and operational skills
- Provide an overview of quality improvement and care transformation opportunities at UCLA and the local health care community
- Facilitate opportunities for mentorship, shadowing, and projects around leadership in health care

**Course Chairs:** Molly Coye, M.D., MPH, the Chief Innovation Officer of the UCLA Health System, and Director of the Institute for Innovation in Health at UCLA.

Barsam Kasravi, M.D., MPH, MBA, the medical director at WellPoint. Dr. Kasravi also facilitates leadership development courses through UCSF's Institute for Physician Leadership and has experience teaching leadership courses at Harvard's Kennedy School.

**Teaching Methods:** Discussions and Problem-Based Learning

**Enrollment:** Maximum of 15 students, minimum of 8 students

**Sponsoring College:** Academic Medicine College

**Schedule:** 2:00 – 4:00 p.m. Mondays, Session A starting 9/10/12 and  
1:00 – 3:00 p.m. **Fridays**, Session B starting 1/11/13

**Location:** TBD at UCLA

***New Selective***

## **LIVING AND DYING: A PSYCHOSOCIAL AND SPIRITUAL APPROACH TO END-OF-LIFE CARE**

This course will explore issues related to major tasks of living and dying, concepts of palliative and hospice care, mechanisms for coping with death, cultural differences in encounters with death, and helping patients and families live with dying and death. Students will learn to be prepared for helping terminally ill patients and their family as well as develop self growth in search of the meaning of life.

**Objectives:** Upon completion of the course, students are expected to be able to do the following:

- Describe the definitions of and differences between palliative care, hospice care, and end-of-life care;
- Explain legal and ethical issues involved in end-of-life care;
- Discuss various coping mechanisms adopted by dying patients and their families in the process of dying;
- Interpret cultural differences in the philosophy and rituals of death;
- Communicate skillfully with terminally ill patients and their families.

**Course Chair:** Ming Lee, Ph.D., a trained educational psychologist with over twenty years of experience in program evaluation research and educational assessment tools development. She has personal interest in death and dying issues and their relationships to palliative and end-of-life care. She has been the course chair for Living and Dying selective since 2004.

**Teaching Methods:** Discussions, Problem-Based Learning, Clinical Experience (may be arranged), Video Demonstrations

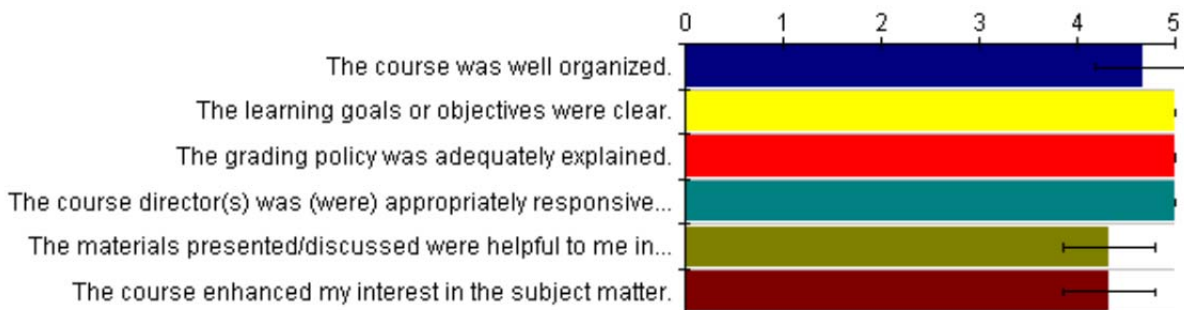
**Enrollment:** Maximum of 12 students, minimum of 2 students

**Sponsoring College:** Academic Medicine College

**Schedule:** 3:30 – 5:30 p.m. Mondays, Session A starting 9/10/12

**Location:** LRC

**Last Year's Evaluations:**



## **MEDICAL GENETICS**

This selective will cover a broad range of topics in medical genetics over 10 lunch-hour lectures (roughly one per month September – May). Subject matter to be covered includes: cases in Pediatrics, Internal Medicine, Surgery, pharmacogenetics, OB/Gyn prenatal genetic diagnosis, the BRCA genes and more. We will also incorporate clinical experience by providing shadowing opportunities in the UCLA Genetics clinic. In addition, students will be encouraged to attend UCLA's Center for Society and Genetics Symposiums.

**Course Chairs:** Katrina Dipple, M.D., Ph.D., is a board certified clinical geneticist and clinical biochemical geneticist. She did her M.D./Ph.D. at Indiana University, and then both Pediatric and Genetics residencies at UCLA. She has been on the faculty for 10 years and does clinical work in genetics as well as basic research in the mechanisms of genetic disorders.

Derek Wong, M.D. is a board certified clinical geneticist and clinical biochemical geneticist. He did his M.D. at University of California San Diego, his pediatric residency at Children's Hospital Los Angeles and his genetics fellowship in the UCLA intercampus program. He has practiced genetics for 7 years and joined the UCLA faculty in 2011. He does clinical work in genetics as well as clinical research in the area of inborn errors of metabolism.

**Course Coordinators:** Medical students Lindsay Riley and Alan Yaghoubian

**Student Requirements:** Students will be required to attend at least seven lectures, and have one shadowing experience. Due to the nature of the selective, make-up sessions will not be provided.

**Teaching Methods:** Discussions and Clinical Experience

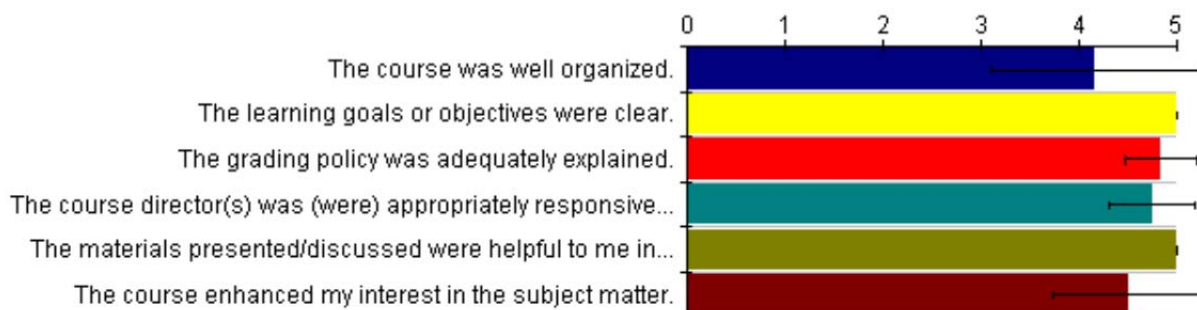
**Enrollment:** Maximum of 20 students

**Sponsoring College:** Primary Care College

**Schedule:** Lunchtime talks will start in September 2012 and run through May 2013

**Location:** CHS

### **Last Year's Evaluations:**



## **MEDICAL SPANISH – INTERMEDIATE LEVEL**

The course is designed around the patient interview and related activities that form part of a Doctor's daily work. The students will have the opportunity to role-play typical clinical scenarios in Spanish. **Student must have previous Spanish experience, equivalent to 2 years of high school or college level Spanish.** The class will break into small groups divided by level of Spanish proficiency for part of the sessions.

**Objectives:** By the end of this course, the student will develop attitudes that include awareness of the impact and importance of the Spanish language in the medical encounter with Hispanic patients as well as increase the desire to learn Spanish and interact with the Hispanic culture. The student will also be able to obtain a basic medical and social history from Spanish-speaking patients in a culturally sensitive manner. The student will be able to identify some basic Hispanic cultural values and beliefs that could potentially affect clinical decision-making and to communicate effectively with Spanish-speaking patients to elicit a focused clinical history.

**Course Chair:** Michelle Bholat, M.D.

**Course Instructors:** Celina Diaz, MPA, currently serves as program coordinator for the UCLA International Medical Graduate Program. She holds a Master's degree in Public Administration from the University of Illinois in Chicago and a B.A. in Social Work from Loyola University Chicago. As a social worker she has extensive experience working in acute psychiatric and medical settings where she became skilled at obtaining comprehensive psychosocial and medical histories.

Dr. Gerardo Bonilla was born and raised in Monterrey, Mexico. He received his medical degree in 2009 from Universidad de Monterrey. He was selected as a UCLA IMG Scholar in 2012 and looks forward to starting his Family Medicine training next year.

Dr. Juan Cabrales graduated as a medical doctor from Autonomous University of Baja California-Tijuana.

Dr. Jesus Lehi Garcia is a native Spanish speaker. He graduated as a medical doctor from the University of Guadalajara in Mexico, where he had experience as an instructor in various departments.

Dr. Marcos Uribe was born and raised in LA until he was eight when he moved to Guadalajara, Mexico, where he graduated as a medical doctor from the Universidad Autónoma de Guadalajara.

**Student Requirements:** Interest in learning Spanish. Actively participate in Spanish language-based patient interviews and role-playing. Study and review material provided prior to each session. At least 2 years of Spanish in High School or College.

**Teaching Methods:** Discussions, Problem-based Learning, and Clinical Experience

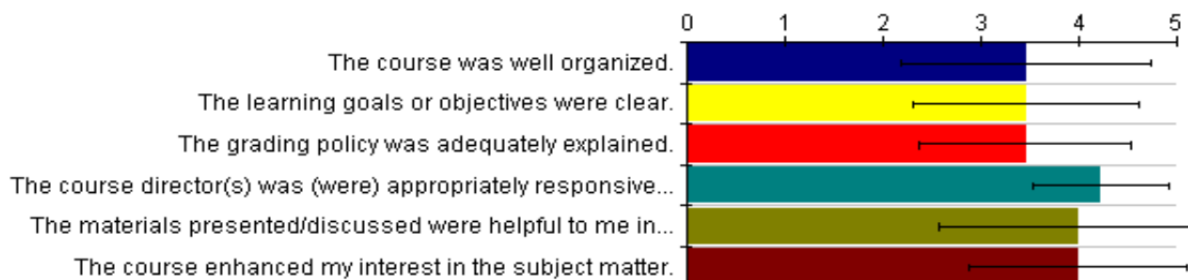
**Enrollment:** Maximum of 20 students, minimum of 6 students

**Sponsoring College:** Urban Underserved College

**Schedule:** 3:30 – 5:30 p.m., Mondays, Session A starting 9/10/12 (9 class meetings)

**Location:** LRC

**Last Year's Evaluations:**



## A MULTIDISCIPLINARY APPROACH TO GLOBAL HEALTH

The goal of this selective is to gain an understanding of the multidisciplinary nature of global health issues. Gaining insight into the complex interplay of biological, social, cultural, environmental, economic, and political factors increases medical students' awareness of these issues as they pursue their medical education, and ultimately practice within diverse populations. Leaders from different disciplines will speak to students about a variety of issues such as reproductive health, food and nutrition, health and human rights, migrant health, HIV/AIDS, harm reduction, emerging infectious diseases, and policy strategies to help address global health challenges. Students will have an opportunity to meet with and form meaningful relationships with global health faculty at UCLA. Furthermore, students will explore a specific global health issue of their choice through focused case studies.

**Student Requirements:** A minimum attendance of 7 out of 10 lunch-time lectures, 1 out of 4 journal clubs, and participation and attendance in the final project presentations.

**Objectives:** At the end of the course, participants should be able to:

- Understand the multidisciplinary nature of global health issues
- Formulate ideas to address global health challenges
- Assume leadership roles in addressing global health issues as medical students and future physicians
- Understand the concerns and needs of medically underserved populations
- Recognize the challenges in conducting research in a resource-limited environment
- Critically evaluate literature pertaining to global health research
- Examine health and disease from a cross-cultural perspective

**Course Chairs:** For full bios please visit: <http://www.globalhealth.med.ucla.edu/about/people.html>

Gitanjali (Tanya) Arora, M.D., general pediatrician at UCLA Mattel Children's Hospital in the Division of Hospital Medicine,

Tom Coates, Ph.D., the Michael and Sue Steinberg Endowed Professor of Global AIDS Research within the Division of Infectious Diseases at UCLA,

Risa Hoffman, M.D., MPH, Assistant Clinical Professor in the Department of Medicine, Division of Infectious Diseases,

Lee Miller, M.D., Professor of Pediatrics and Vice-Chair for Education of the Department of Pediatrics at the David Geffen School of Medicine at UCLA, and

Diana Rickard, M.D., MSHS, who completed her residency in Pediatrics in the Community Health and Advocacy Track at UCLA Medical Center, and her NIH National Research Service Award (NRSA) fellowship in Health Services Research in the Department of Pediatrics at UCLA in 2011.

**Course Coordinators:** MS2s Jonathan Lin, Danielle Ogez and Hannah Shull

**Teaching Methods:** Discussions, Lectures & an Interactive Project

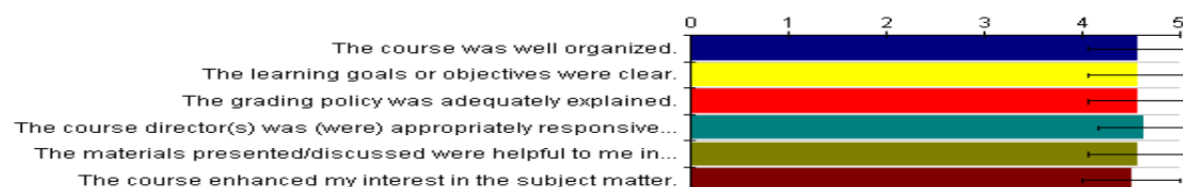
**Enrollment:** No minimum or maximum number of students.

**Sponsoring College:** Primary Care College

**Schedule:** Lunchtime talks will start in September 2012 and run through December 2012

**Location:** CHS lecture halls

**Last Year's Evaluations:**



## **PEDIATRIC RARE DISEASES**

After an initial introduction, five of the sessions will be small group, case-based and interactive. In these sessions the students will have the opportunity to work through clinical cases with pediatric faculty in general pediatrics, immunology, and genetics. Students will learn how experienced pediatric faculty work to solve challenging clinical cases – developing a prioritized differential diagnosis, recognizing red flags for serious illness, using pattern recognition in histories, as well as physical exam and laboratory studies to determine a diagnosis. Students will also have the opportunity to shadow faculty working in pediatric subspecialty clinics in two sessions.

### **Objectives:**

- To learn a broad, interactive approach to diagnosing and managing different patients.
- To learn how to generate and rank a differential diagnosis based on given patterns of symptoms.
- To understand the use of several resources when generating diagnoses or learning about rare diseases
- To understand that the diagnoses of rare diseases is often a longitudinal process, requiring the development of a therapeutic relationship with the patient and family while navigating various health care delivery systems
- To learn about the concept of Medical Home in the care of children with complex diseases
- To learn more about the specialty of Pediatrics and the intellectual role of the general pediatrician in diagnosing and managing rare diseases.

Recommended textbook: “Chronic Complex Diseases of Childhood, A practical guide for clinicians”.

**Course Chairs:** Shahram Yazdani, M.D., a General Pediatrics clinician and educator with an emphasis on diagnosis and care of the children with complex or rare diseases. His area of research involves Pediatric Palliative Care education for the residents. He also runs a summer fellowship for the first year medical students who are interested in studying the subject of pediatric rare diseases from a scientific and public health perspective.

**Additional Teachers:** Katrina Dipple, M.D. and Joshua Zaritsky, M.D.

**Teaching Methods:** Discussions, problem-based learning and clinical experience

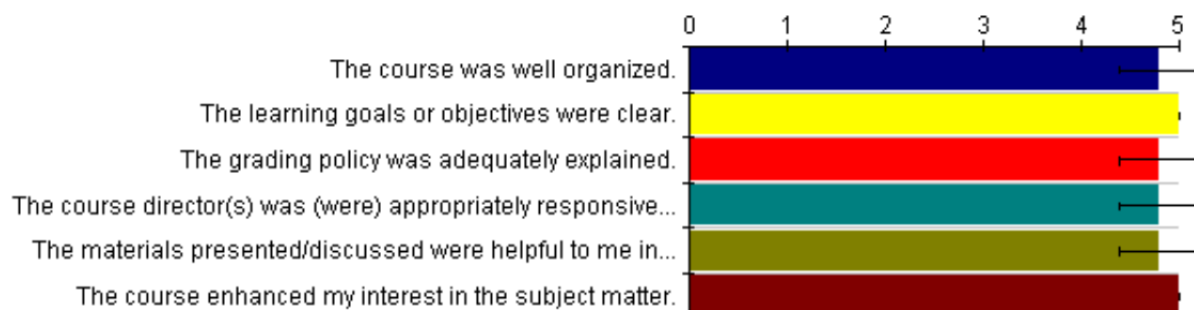
**Enrollment:** Maximum of 10 students, minimum of 5 students

**Sponsoring College:** Primary Care College

**Schedule:** 3:30 – 5:30 p.m., Mondays, Session B starting 1/7/13

**Location:** CHS

### **Last Year's Evaluations:**



## RESEARCH IN MEDICAL EDUCATION

Do you nurture a special interest in educational processes, teaching and learning, and the quality of medical education, or do you have the ambition to become an academic scholar or medical faculty in the future? This selective allows you to participate in on-going *educational* research. The Educational Research and Development Unit (ED&R) of the David Geffen School of Medicine provides a range of services to enhance the quality of education and facilitates the design and development of the medical curriculum. The unit also leads and manages research in a wide area of projects related to medical education. Examples of on-going studies are: the effect of student diversity on attitudes towards the underserved population, video analysis of flexibility of communication, validation of clinical examination, impact of clinical experiences on learning during an OBGYN clerkship, and curriculum evaluation analysis.

This selective will give you the opportunity to touch on all facets of educational research, from literature search/review, formulating research questions, instrument design, data-collection, statistical analysis, to reporting and/or publication of the results.

**Course Chairs:** Paul Wimmers, Ph.D., is Associate Professor and Associate Director for Research in the Center for Educational Development and Research at the David Geffen School of Medicine at UCLA. He completed his doctoral education in cognitive psychology with a focus on expertise in medicine and the development of clinical competence at Erasmus University Rotterdam. His professional interests include the acquisition of expertise, skill generalizability, and (medical) problem solving. He frequently uses multivariate statistical methods like structural equation modeling in medical education research.

Sebastian Uijtdehaage, Ph.D., is Director of Research and Evaluation in the Center for Educational Development and Research. His research has focused on Gay, Lesbian, Bisexual, and Transsexual (LGBT) health disparities and education; in admission and selection process of new medical students; in gender and leadership issue in medicine; and in diversity issues of the health workforce.

**Student Requirements:** Basic knowledge about statistics and research methodologies is recommended. Literature related to the study of choice will be provided. Students are encouraged to search for additional literature and to work independently on several aspects of a study.

**Teaching Methods:** Direct mentoring

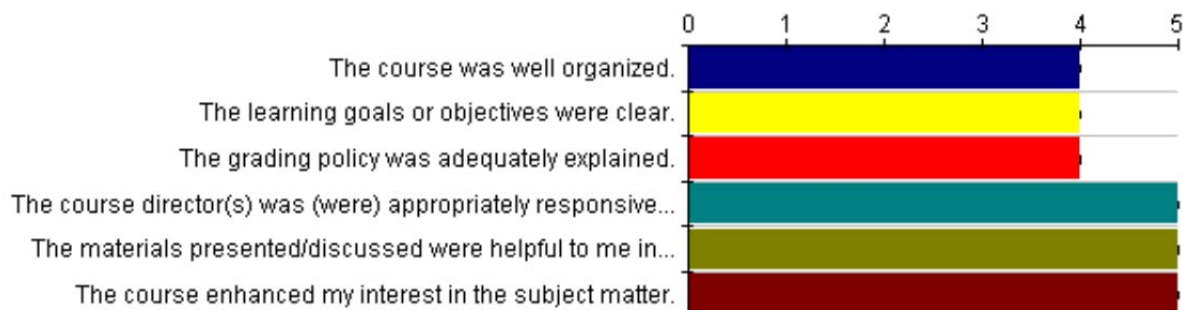
**Enrollment:** Maximum of 4 students

**Sponsoring College:** Acute Care College

**Schedule:** Flexible time commitment (depending on the study and passion of the student).

**Location:** CHS

**Last Year's Evaluations:**



## **STATIN QUO**

In an exploration of cholesterol treatment with emphasis on statins, students will learn about risk factors, epidemiology, lipid metabolism, nutritional management and drug development. The portfolio of clinical outcomes research established the efficacy of statins in reducing cardiovascular morbidity and mortality. A critical analysis of patient selection, study design subpopulation results, surrogate endpoints and self-destructive studies such as “Prove It” and “Enhance” will be explored.

- The challenges the internet presents to the clinician is illustrated by cholesterol management.
- Statins are the most profitable drugs in history providing compelling examples of pharmaceutical industry motives and machinations intersecting with insurance companies and pharmacy benefit managers.
- The claims of natural alternative options and the dietary supplement industry.
- Nonstatin management of lipid abnormalities; fibrates, niacin, fish oil, resins and cutting edge innovations will be reviewed.
- Statins save lives and improve living but at a cost. Lipid management provides an exciting and evolving story of the interaction of medicine and money.
- The student will understand the complexity of medical decision based on patients' medical indications and preferences in the context of the profound social and economic implications of the massive insurance complex.

**Course Chair:** Lawrence May, M.D., F.A.C.P. is a Volunteer Associate Clinical Professor in the Department of Medicine at UCLA. He received his M.D. from Harvard Medical School and residency at Mass General Hospital. He is the founding author/editor of the text book “Primary Care Medicine.” Dr. May is the medical director of a specialty pharmaceutical company, formulates nutritional products and maintains an active primary care practice.

**Enrollment:** Maximum of 12 students, Minimum of 4 students

**Sponsoring College:** Primary Care College

**Schedule:** 4:00 – 6:00 p.m., Mondays, Session A starting 9/10/12

**Location:** LRC

***New Selective***



## STUDENT RUN HOMELESS CLINIC

Students participate in student-run free clinics to provide basic health services and education to homeless persons at “Samoshel” the Santa Monica Shelter and the Los Angeles Homeless Services Authority (LAHSA) Winter Shelters, and New Image. Working in conjunction with faculty volunteers from the David Geffen School of Medicine at UCLA, students will be able to practice interviewing, take vital signs, give vaccinations, as well as learning the rudiments of physical examination and assessment, development of treatment plans, case presentation, and chart work. Clinics run weekly, and participation in a minimum of 6 during the academic year is required. In addition, 6-8 noon lectures are presented to address medical issues confronted by the urban poor and homeless (attendance at 2 lectures is required). The students will also meet twice during the year for group reflection on this service learning experience.

**Course Chair:** Mary Marfisee, M.D., MPH, is a faculty member in the Family Medicine Department, is also the Medical Director for the UCLA School of Nursing Clinic for the Homeless at the Union Rescue Mission in downtown LA's Skid Row. She has worked with this selective for the past several years. She is an advisor of the National Working Group on Student Run Clinics.

**Course Coordinator:** Sun Lim and medical student chiefs

**Student Requirements:** Must attend the orientation session, participation in a minimum of 6 clinics, a minimum of 2 noon/lunch lectures, and 2 scheduled reflection sessions with fellow SRHC students and the course chair.

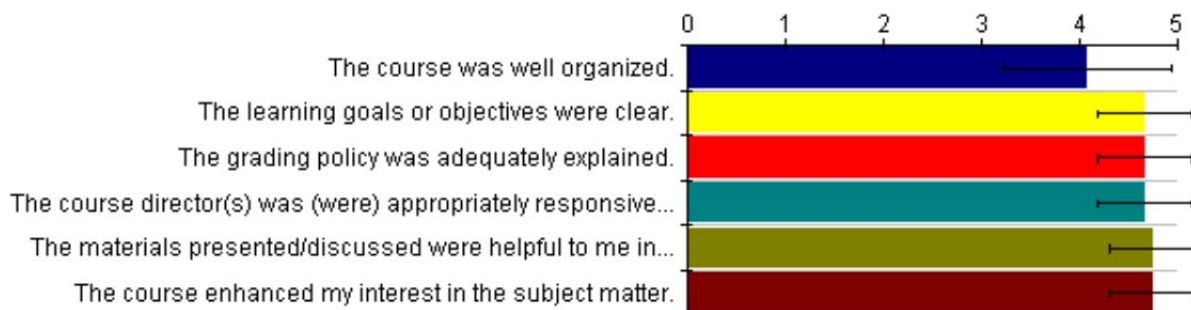
**Teaching Methods:** Clinical Experience and Discussions

**Enrollment:** Maximum of 16 students

**Sponsoring College:** Primary Care College

**Schedule:** To be arranged on an individual basis. Clinics are held on Saturday mornings throughout the school year, Monday and Thursday evenings during the winter months of December-March, and lectures are scheduled during the week at noon, also throughout the school year. The two group reflection sessions will be scheduled in the evenings, in January and in May. The course requirements must be completed by the beginning of June.

### Last Year's Evaluations:



## **SURGICAL ANATOMY**

This course will cover several common surgical procedures emphasizing the anatomical basis of each. Sessions will include a brief review of the pertinent anatomy (with anatomy faculty) and a description of the “procedure(s) of the day” (with surgery faculty). The most important component of each session is the cadaver lab portion. Experienced surgeons will explain surgical procedures on the cadavers and the students will have the opportunity to assist and to implement some of them on their own. Suturing techniques will be included.

**Course Chairs:** Elena Stark, M.D., Ph.D., Professor, Anatomy Thread Chair and Director of the Integrated Anatomy Division, Department of Pathology and Laboratory Medicine at UCLA, and Richard Braun, M.D., General Surgeon (retired), Department of Surgery at UCLA

**Additional faculty:** Drs. Morchi, Jarrahy, Kedeshian, Schwartz, Bergman and other faculty from the Division of Integrative Anatomy and from the Department of Surgery

**Teaching Methods:** Discussions & Laboratory experience

**Enrollment:** Maximum of 20 students, Minimum of 12 students, **Open to 2<sup>nd</sup> Year Students Only**

**Sponsoring College:** Applied Anatomy College

**Schedule:** 1:00 – 3:00 pm, Mondays, Session B starting 1/7/13

**Location:** 73-167 CHS

### **Last Year’s Evaluations:**



## THE TRUTH ABOUT PEDIATRICS

In any medical field and especially in Pediatrics, the well-being of your patients depends not only upon the medical care that you give your patients, but also upon countless factors in their community and social environments. In this selective, we encourage you to become active participants in the communities of the patients you will be seeing in your next few years, and to learn about the issues that involve and affect their health both in and out of the clinical setting.

First, through lunchtime faculty talks and discussions, we will introduce you to some of the common pediatric health challenges faced by kids today, such as childhood obesity, domestic violence and abuse, school function/readiness, environmental health problems, and high-risk behaviors, among others. Next, you will participate in community site visits or volunteer opportunities in order to see some of the existing assets in our community that are helping to address these pediatric health issues. Finally, clinical shadowing opportunities at the Venice Family Clinics will aim to show how you, as a future physician, might be able to combine both your medical knowledge and your ability to view the patient as a whole in order to advocate for your patients and make a difference in their lives.

### Objectives:

1. Recognize at least 3 of the root causes of common health issues affecting the well-being of children and families, via didactic/discussion sessions with experts (faculty, residents, community leaders).
2. Identify and describe at least 2 existing community resources benefiting the health of children.
3. Observe how clinicians incorporate the social determinants of health into their patient encounters and utilize community resources in order to provide better care for their patients.
4. Synthesize your experiences and observations, via reflection and discussion, in order to inform your approach to healthcare as a future physician.

**Course Chairs:** Michelle Aguilar, M.D., is a third-year Pediatrics resident at UCLA, and a graduate of the David Geffen School of Medicine at UCLA and the Primary Care College. She is part of the Community Health and Advocacy Track (CHAT) of the pediatric residency program and has been chosen to be a Pediatric Chief Resident for 2013-2014. Michelle plans on pursuing a career in general pediatrics and her interests include global health and community medicine.

Karen Lin, M.D. is currently a Chief Resident in Pediatrics for the 2012-2013 academic year. She completed her residency in Pediatrics at UCLA in June 2012 and is a graduate of UCSF School of Medicine. Karen's interests are in community pediatrics, health education, disease prevention, and medical education. She plans on continuing to practice general pediatrics after her chief residency.

**Faculty Sponsor:** Alma D. Guerrero, M.D., M.P.H.

**Medical Student Coordinator:** MS2 Christine Thang

**Student Requirements:** A minimum of 4 lunchtime talks, 2 clinics, 2 community site visits or volunteer experiences, and participation in introduction and reflection sessions

**Teaching Methods:** Discussions, Clinical experience, & Community site visits/volunteer experiences

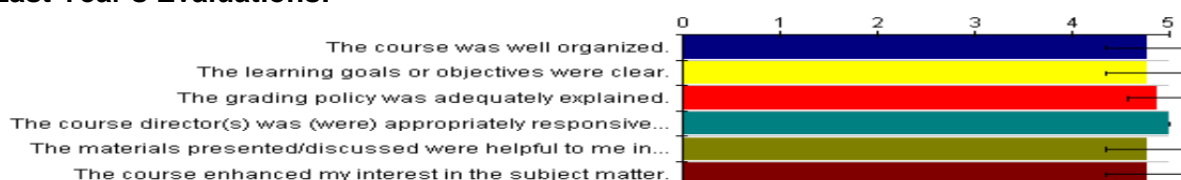
**Enrollment:** Maximum of 15 students, minimum of 5 students

**Sponsoring College:** Primary Care College

**Schedule:** Various dates TBD throughout the year based on availability for lunchtime talks, clinics and community experiences

**Location:** CHS lecture halls and various clinics, mostly in the West LA area

### Last Year's Evaluations:



## **WHAT EVERY MEDICAL STUDENT SHOULD KNOW ABOUT DRUGS, ALCOHOL, GAMBLING AND SEX**

Medical students will encounter the consequences of addictive disorders in every clinical rotation. Oftentimes, patients with addictive disorders are stigmatized, leaving physicians unsure of how to handle them. In actuality, the majority of patients with addictive disorders improve with treatment. Clinical outcomes of patients with addictive disorders are comparable to those with other medical disorders such as diabetes and hypertension.

In this selective, medical students will learn more about addictive disorders than what is usually covered in core curriculums or clinical rotations. Various aspects of addictive disorders will be discussed including, epidemiology, screening tools, consequences and clinical management. Special emphasis will be placed on the history of addictions in America and social and political impact of addictive disorders. We will also discuss clinical cases and recent events in the news that deal with addictive disorders.

**Course Chair:** Timothy Fong, M.D., Associate Professor of Psychiatry at the UCLA Neuropsychiatric Institute and Hospital. He is currently the director of the Addiction Medicine Clinic and is co-director of the UCLA Gambling Studies Program. He is also the UCLA Addiction Psychiatry Fellowship Director.

**Teaching Methods:** Discussions, case studies, field trips and mixed media learning

**Enrollment:** Maximum of 12 students, minimum of 2 students

**Sponsoring College:** Primary Care College

**Schedule:** 3:30 – 5:30 p.m. Mondays, Session B starting 1/7/13

**Location:** LRC

**Last Year's Evaluations:**



## **WOMEN'S HEALTH SELECTIVE**

To educate medical students on women's health issues and offer exciting opportunities to observe physicians dealing with these issues in a clinical setting. Medical students will learn about health issues affecting women via clinical experiences and lunchtime talks.

Clinical visits will give students experience in various areas of women's health, including Labor and Delivery, Surgical Oncology, and family planning. A fascinating lecture series has been organized bringing medical leaders in their field to speak on topics such as ethics and infertility, sexual dysfunction, breast cancer, abortion, maternal mortality, and gender disparities in medicine.

**Course Chairs:** Sue Baillie, Ph.D., interim course chair, is Director of Graduate Medical Education and Associate Professor of Medicine. Her Ph.D. was an interdisciplinary social science degree with a specialization in education. She teaches Doctoring 1 and works with Board for the Women's Health Center of Excellence and a 4<sup>th</sup> year women's health elective. Her research interests include women's health issues, graduate medical education, professional education and learning and faculty development. As course sponsor for the Women's Health Selective, she works with the student course coordinators who play a lead role in organizing and arranging for the selective.

Dotun Ogunyemi, M.D., is a clinical professor of Obstetrics and Gynecology and a faculty advisor for the Center for Educational Development and Research at UCLA. He is very interested in medical education and routinely mentors both residents and medical students on their research projects. He is a maternal fetal medicine sub-specialist.

**Course Coordinators:** MS2's Katherine Chen and Jill Klausner

**Student Requirements:** A minimum of 2 shadowing experiences, and 7 out of 10 Women's Health Selective-sponsored lunch-time talks.

**Teaching Methods:** Lectures and clinic visits

**Enrollment:** Maximum of 20 students

**Sponsoring College:** Primary Care College

**Schedule:** Dates throughout the school year

**Location:** CHS lecture halls and Los Angeles Area Clinics (family Planning Clinic, Revlon Breast Center and Cedars-Sinai Labor & Delivery)

**Last Year's Evaluations:**



## YOGA THERAPY: A VALUABLE MEDICAL THERAPEUTIC MODALITY

Yoga is both a practice and a body of knowledge that has been used as a form of therapy for centuries in India. The field of Yoga therapy and its widespread applications as a healthcare tool is now rapidly expanding throughout the Western World. There is an increasing amount of evidence-based research demonstrating the efficacy of Yoga Therapy in combating many of today's most common ailments, including cardiovascular disease, depression and back pain among others. Yoga clearly has an ability to regulate the autonomic nervous system and reduce the effects of stress which influences many diseased states. The objectives of this course will be to demonstrate the rapidly expanding role of Yoga Therapy in many chronic diseases. Students will become acquainted with the best growing body of research and the patho-physiologic mechanisms of therapeutic yoga. There will be practical demonstrations and full participation in Asana practice (yoga postures) and meditation (breath relaxation exercises)

**Course Instructor:** Michael Sinel, M.D., Volunteer Assistant Professor of Medicine, is a nationally-recognized back pain expert and author. Having practiced in a prestigious spine institute for many years, he now maintains a private practice in Santa Monica. He has studied meditation and yoga in India and teaches mind-body workshops around the country.

**Student Requirements:** Interest and willingness to practice yoga. Recommended readings: *Yoga Rx* by Larry Payne, Ph.D., and *The Heart of Yoga Parts I & II* by T.V.K. Desikachar

**Teaching Methods:** Discussion, experience and yoga practice sessions

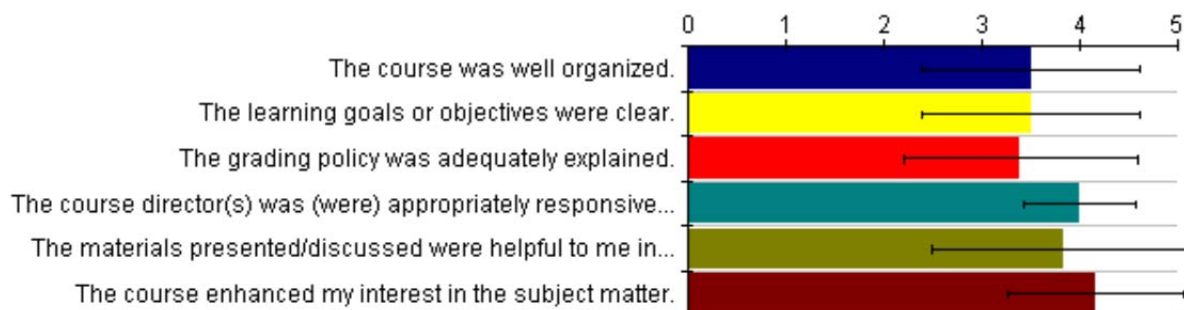
**Enrollment:** Maximum of 8 students

**Sponsoring College:** Primary Care College

**Schedule:** 3:30 – 5:30 p.m. Mondays, Session B starting 1/7/13

**Location:** CHS

**Last Year's Evaluations:**



## ZOOBIQUITY: CARDIOVASCULAR MEDICINE ACROSS SPECIES

Medical students will be exposed to cardiovascular diseases across the animal kingdom. Instruction in echocardiography, electrocardiography, auscultation and other diagnostic techniques will emphasize the benefits of the comparative method. Source material from both the human and veterinary medical literature will be reviewed. The comparative approach featured in this course will also provide students with an opportunity to better understand the connections between contemporary cardiovascular disease and evolutionary biology.

- Basic EKG interpretation, cardiac auscultation/examination, echocardiography, and other cardiac imaging will be presented to students in both human and veterinary patients.
- Using a comparative approach, students will gain fundamental knowledge about the pathophysiology of various forms of heart disease.
- Course will include imaging experiences with human and animals in a variety of medical and veterinary settings.
- Collaboration with veterinary colleagues will broaden the students' understanding of these conditions in their human patients
- In addition, students will participate in discussions of selected readings in Darwinian Medicine.

**Course Chairs:** Barbara Natterson, M.D., has been a faculty cardiologist at UCLA for 15 years. In addition to her work at UCLA, she is cardiovascular consultant on the Medical Advisory Board of the Los Angeles Zoo and assists with imaging of many species of animals there. She chaired the Zoobiquity Conference here at UCLA--a symposium for veterinarians and human physicians caring for the same diseases in different species--along with faculty from UC Davis School of Veterinary Medicine. Knopf recently published her book *Zoobiquity* which explores how animal and human commonality can be used to diagnose, treat, and heal patients of all species.

**Student Requirements:** Assigned readings each week and attendance at all sessions

**Teaching Methods:** Discussions

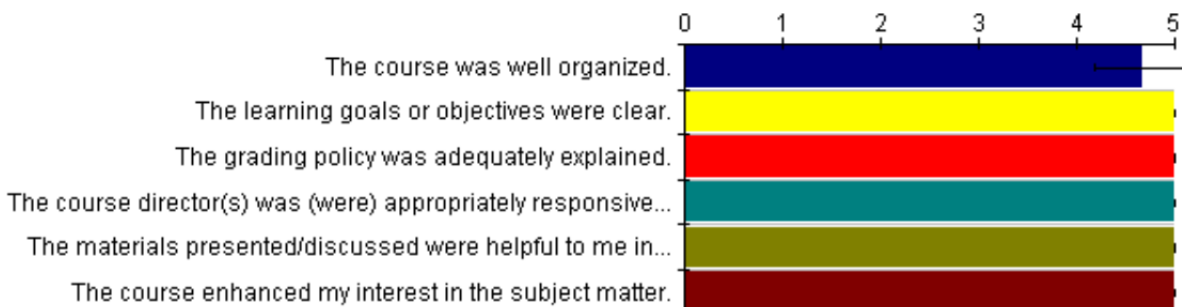
**Enrollment:** Maximum of 10 students, Minimum of 5 students

**Sponsoring College:** Academic Medicine College

**Schedule:** 3:30 – 5:30 p.m. Mondays, Session B starting 1/7/13

**Location:** TBD at UCLA

**Last Year's Evaluations:**



## **ADVANCING BIOENGINEERING INNOVATIONS I: UNMET NEEDS**

The Advancing Bioengineering Innovations (ABI) program is a course designed to teach students about the medical device design process through lectures, guest speakers, and a hands-on project. Multi-disciplinary teams of graduate students will evaluate actual unmet medical needs identified in the UCLA Hospital System and invent and develop practical solutions that address these needs. The team-based project component of the course will be complemented by lectures and panels from UCLA faculty and industry experts to provide additional teaching and guidance on the product development process and entrepreneurship as it relates to medical devices. The goals of the ABI program are to develop medical device solutions that improve patient care and prepare students for careers in healthcare, product development, and entrepreneurship. The series is open to students enrolled in all graduate programs across campus (medicine, management, engineering, life sciences, law, dentistry, design, etc.). Through this selective, medical students will play a special role as team advisors using their medical knowledge and experience.

For more information about the UCLA Business of Science Center and about this course, please go to their web site: <http://www.bs.pharmacology.ucla.edu/courses/>

**Student Requirements:** Medical students, at a minimum, will be required to attend 1 hour of lecture, to become familiar with the material, and 1 hour of team discussion, to advise the multidisciplinary teams in the projects you will be involved, in per week. The science, engineering, law, and business school graduate students are all committing 5-10 hours per week both inside and outside of the classroom understanding the medical needs, brainstorming concepts, and building prototypes and a business plan for the team's health care solution – medical students are encouraged to be as active as possible within these teams, but the teams will be informed of the time restraints of the selective.

At the end of the course, students will be asked to contribute a 1-page summary on how they will apply the knowledge they have learned from the course, or become an active part of the team and stay through the medical needs presentations on March 13th, 2013

**Course Chairs:** Roy Doumani, JD, Executive Director of Business of Science Center and Professor in Molecular and Medical Pharmacology, David Geffen School of Medicine  
Kalyanam Shivkumar, MD, PhD, Professor of Medicine and Radiology, Director of UCLA Cardiac Arrhythmia Center and EP programs, David Geffen School of Medicine  
Ben Wu, DDS, PhD, Professor and Chair of the Department of Bioengineering, Samueli School of Engineering and Applied Science.

**Teaching Methods:** Discussions and Problem-Based Learning

**Enrollment:** Maximum of 10 students, minimum of 2 students

**Sponsoring College:** Academic Medicine College

**Schedule:** 4:00 – 7:00 p.m. Wednesdays, Session B starting 1/9/13

**Location:** UCLA Engineering, Room 2101

***New Selective***